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ABSTRACT

This summary of a larger report on the education and training needs of the distributive industry in England is intended to stimulate and assist the further education (FE) system in the provision and marketing of more education/training for the industry. Following a brief background to the project, the structure of, developments in, and major problems of the distributive industry are outlined in section II. Section III reviews vocational education and training provision for distribution. College-employer liaison, examining body-employer liaison, and developments in progress by the examining bodies are considered. Section IV discusses employer provision of training and training policy. It also includes a survey of short- and long-term training needs. Sections V and VI suggest how the concepts of competency-based training and modularization may better serve the industry. Section VII concludes by stressing the need for the development of a more coherent training policy for the industry. Appendixes include an example of a modular task-oriented framework, an analysis of current FE courses in distribution, a more detailed consideration of recurring training needs in the distributive industry, a glossary, and a bibliography. (YLB)

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ED269588

Vocational Education and Training in Distribution

A summary report analysing vocational education and training (VET) in the distributive industry

December 1985

U.S. DEPARTMENT OF EDUCATION
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Dear Sir/Madam,

VOCATIONAL EDUCATION AND TRAINING IN DISTRIBUTION

I enclose a summary of a larger report produced for FEU by Tony Parkinson Associates on the education and training needs of the distributive industry.

The document examines the recent developments in the industry, the changes it is currently facing and then goes on to review the present education and training provision for its employees. The report identifies many disquieting aspects. The proportion of employees attending FE colleges is extremely low; some employers are critical of FE colleges' provision; and a need is seen for a more coherent education and training policy across the industry.

Some positive points nevertheless emerge. The Youth Training Scheme has apparently increased the number of young people involved in training in the industry; an increasing number of colleges are responding rapidly and flexibly to the needs of the industry; examining and validating bodies are becoming much more aware of the need for collaboration with employers on the design and delivery of schemes.

Much remains to be done. This summary report and its appendices should provide a useful resource in this respect: Section IV includes a survey of short-term and longer-term training needs; Sections V and VI suggest how the concepts of competence-based training and modularisation may better serve the industry; and Section VII concludes by stressing the need for the development of a more coherent training policy for the industry.

With the Review of Vocational Qualifications, YTS(2) and other developments, there are signs that such a policy is emerging, but FE colleges will have to persuade the industry that they can deliver relevant, vocational education/training, if the participation rate is to significantly increase beyond YTS. It is hoped that this summary report will stimulate and assist the FE system in the provision and marketing of more education/training for the industry. A limited number of copies of the full report are available from the FEU; and we hope to prepare more guidance and support in this area. LEAs and colleges willing to assist in these endeavours may wish to contact Colin Walker at the FEU.

Yours faithfully,

Jack Mansell

JACK MANSELL
Chief Officer

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SECTION I

BACKGROUND TO THE PROJECT

1. In February 1984, a conference was held at the Further Education Staff College, Coombe Lodge, to consider 'Initial Skill Training in the Distribution Industry'. The report of the conference, published in August 1984, recommended, inter alia, that 'a national body needs to undertake the co-ordination role and provide a forum' to ensure integration of the work of the various bodies interested in the field.

The FEU commissioned a team led by Tony Parkinson to develop and extend the Conference Report by a research project, aiming to :

a) review future education and training needs;

b) develop a national framework to meet those needs;

c) suggest areas for future development work.

During the survey, the project team had discussions with representatives of the industry, reviewed existing initiatives, relevant publications and overseas experience, and then developed a framework as suggested at (b) above. This summary of the project is intended for those interested in education and training for the distributive industry, to encourage debate and collaboration between those interested parties, within all parts of the industry and the further education system. A copy of the full report is available on request to the FEU.

SECTION II

THE DISTRIBUTIVE INDUSTRY

Structure

2. Distribution links the manufacturer to the customer, the retail sector, especially, being very diverse. It employs about 10 per cent of the working population; 65 per cent of those working in the industry being female and 30 per cent working part-time. Numbers of retail outlets have continued to fall, with the average shop size increasing correspondingly. Multiples (chains) dominate the retail market and lead in efficient trading methods and use of new technology. Net margins may be as low as half per cent, and competition is fierce. In 1974, in wholesaling, 92 out of 90,000 businesses accounted for 40 per cent of sales.

3. Developments in the structure and trading methods reflect the changing economic and social status of consumers. Increased affluence has raised expectations and standards of living, leading to increased spending on consumer durables; wider car ownership enables consumers to travel longer distances for shopping and has led to out-of-town shopping becoming more popular. With more women working, there is more demand for one-stop shopping.

Developments in distribution

4. Total retail sales in 1984 were about £83bn, with a steady upward trend, particularly in durables and such specialised areas as TV and video hire. Electronic point of sale (EPOS) equipment enables management information to be updated constantly and, linked to wordprocessing equipment, can produce up-to-date customer accounts. Electronic Funds Transfer (EFT) is not yet in wide use in the UK. The development of cable and interactive TV systems may increase shopping from home. Sunday trading legislation will certainly be liberalised in the near future, although there is resistance both from religious bodies and within the trade, especially from many small traders. Many businesses, however, welcome the opportunity for increased trading, particularly discount stores and gardening and DIY centres. Franchising is expanding, especially in fast food and services.

Major problems

5. Declining consumer demand in some sectors, increases in local rates, narrow profit margins and fierce price competition are all continuing problems. Shops will be refurbished to produce a more attractive customer environment and there will be many new stores. Stockholding levels and numbers of staff employed will be pared down.

Figure 1 sets out the likely impact of these trends on education and training needs. Some concern the customer and changing social habits, while others highlight the impact of new technology on the systems used for payment and stock control and management. The growing dominance of multiples at the expense of other forms of retailing emphasises the importance of their training needs and the responses required of the FE system. The list could be regrouped in a variety of ways, and serves to emphasise the complexity of any analysis of needs.

Figure 1

Impact of trends on education and training needs

TREND	POSSIBLE AREA OF IMPLICATION OF TRAINING AND EDUCATION
Growth of leisure – impact on – e.g. DIY, sport, garden, travel	Product knowledge Personal service Social education Non-skill areas
Shopping as a social experience – as entertainment	
Growth of consumerism	Legal aspects Handling complaints Communication Foundation skills
Return of personal service Armchair shopping	Product knowledge Communication/Selling skills
Increasing proportion of part-time staff Reducing number of full-time staff	Distance learning Short courses Adult pre-employment Retraining
Development of 'apprenticeship'	YTS
Shares of market: – Dept stores, Independents, Co-op going down – Mail order, static – Multiples, rising	Major needs in multiples: – distance learning – modular short courses – Foundation Certificate in Retail Management (FCRM)
Growth of superstores	New merchandising/management skills Specialist staff
Sophisticated stock control Increased loss (theft)	Modern techniques Security training
New POS/EFTS technologies Increased data	New skill areas: – decision making – effective use of information
Armchair shopping	– design of systems.
Extension of trading hours Late night delivery Lateral integration	Awareness of trends Social implications

(Source: MSC/FESC 1985)

SECTION III

REVIEW OF VOCATIONAL EDUCATION AND TRAINING (VET) PROVISION FOR DISTRIBUTION

College - Employer Liaison

6. The small proportion of employees in the industry who attend FE colleges has declined in recent years, but YTS provision has increased the numbers of young people involved. The absence of a single national training body results in competition and duplication of effort, and there is a definite need for a more coherent policy. Colleges have been involved in the post-war years in a variety of provision, but have been slow to recognise and respond to the changing market.

7. Colleges see their role as:

a) liaison with schools about course provision;

b) post-school provision of education and training for those wishing to enter employment or higher education;

c) supervisory and management courses for employees in the industry;

d) liaison with employers, e.g. courses and work placements;

e) promotion of new ways of providing education and training, e.g. Distributive Industry Open Learning.

Employers express concern about:

i) length, content and location of courses;

ii) staff being out of touch;

iii) poor employer-college liaison;

iv) outdated methods.

8. The distribution industry is highly fragmented. Many different organisations are involved. Although further education attempts to meet the needs of the industry, there is too wide a variety of courses, with no coherent or comprehensible pattern. There is an obvious need for a co-ordinating body of employers and educationalists to concentrate and focus the efforts being made.

Examining Body - Employer Liaison

9. The Government White Paper *Training for Jobs* stated the need 'to make vocational education and training (VET) more relevant to employment needs'. Although all examining bodies insist that they are in constant touch with employers for this purpose, inter-agency collaboration will be required to ensure a coherent policy.

Developments in Progress by the Examining Bodies

10. There is as yet no central register of research and development by the examining bodies. FEU is attempting to 'map' overall provision during 1985 and a summary of developments is as follows :

i) BTEC's *Policies and priorities into the 1990s* (September 1984) suggests flexible schemes with 60-90 hours of instruction/ learning support which can be grouped and integrated as appropriate. A BTEC Distribution Steering Group has recommended a discrete distribution-led stream in the new BTEC First Level Diploma/Certificate, and a structure of two one-year part-time programmes of study for entrants with 3 or more GCE '0' levels, leading to BTEC Certificates of Achievement which state the units successfully completed with grades, plus, where appropriate, a statement of progression.

ii) CGLI are collaborating with the MSC and are involved in an LEA/LCP project. The MSC project is concerned with developing a bank of competencies in this area. The LCP (Bedfordshire) project is concerned with adults in retailing.

iii) An RSA/MSC project, completed in August 1985 on the delivery of the YTS Core for OTF 1 and 9, concluded that RSA Vocational Preparation (Clerical) and (Distribution) schemes fit well with YTS programmes. Recommendations include the extension of the schemes to include a wider range of skills for the distributive industry and the development of a scheme to facilitate progression, both of which are in hand.

iv) The Distributive EDC have established a working party to examine youth training in the industry.

v) The Scottish Action Plan with its modular provision could be another example of how FE may become more responsive to the needs of industry. (See Appendix 1).

vi) An MSC/DES Review of Vocational Qualifications has commenced. Various case studies have been commissioned, one of which is on distributive vocational qualifications.

Following receipt of the main report, FEU carried out an analysis of existing FE courses in distribution offered by the various examining bodies. This information is listed in Appendix 2, and from it some tentative conclusions may be drawn concerning the situation in 1984/85:

i) the number of young people following full-time courses intended to lead to employment in distribution is small;

ii) a very low proportion of people working in the industry is involved in standard FE courses;

iii) there is an implicit overlap, with some confusion between the offerings of the examining bodies.

SECTION IV

TRAINING POLICY AND NEEDS

INTRODUCTION

Characteristics of provision

11. Individual employers use different methods to define their needs. Figure 2 attempts to illustrate some of the common characteristics of education and training. Levels show a possible progression from pre-operative (pre-vocational) level in school or college at 14+, through to senior management. Agencies providing training proliferate at higher levels, and Directed Private Study (DPS) and the Open Learning programmes, now being developed, begin to have a place for employees, especially adults. Supporting agencies and methods of assessment are listed, and some of the obstacles preventing employees from participating are suggested for the various levels.

Factors influencing provision

12. Commercial pressures in a fiercely competitive environment demand effective, highly productive staff. Other factors influencing provision of training include :

— the abilities of new entrants to the trade, including YTS trainees;

— extension of new technology;

— de-skilling in certain jobs, bringing about repetitiveness and boredom;

— diversification of products and activities within some stores;

— changes in the pattern of retail outlets;

— new legislation (health and safety, consumer rights);

— Government/MSC training initiatives;

— activities of validating bodies.

Training policy statements

13. Large firms generally have comprehensive training policy statements, but comparison between these and the MSC statements on modernisation of occupational training have a different emphasis,

BEST COPY AVAILABLE

LEVEL
AGENCY
SUPPORT
ASSESSMENT
OBSTACLES
AGE NORM
PRE-OPERATIVE
OPERATIVE
SUPERVISORY
JUNIOR MANAGEMENT
MANAGEMENT
SENIOR MANAGEMENT
Public Sector
Employers F.E. D.P.S.
Employers Trade Bodies F.E. D.P.S. Private Education
Employers Trade Bodies F.E. D.P.S. Private Education Professional Bodies
As Junior Management & H.E. Courses
As Management
Private Sector (Work Experience)
Careers Service Job Centre Chamber of Commerce Trade Trade Unions Validating Bodies
Trade Bodies Chamber of Commerce Trade Trade Unions Validating Bodies N.A.C.D.E.T.
Trade Bodies Professional Bodies Chamber of Commerce Trade Validating Bodies N.A.C.D.E.T.
As Junior Management less Chamber of Commerce
As Management & Own Board
Written Exam Oral Assignment Profile Objective Testing Presentation
Project Training Diary Profile Exams Self Assessment Performance
Projects Profile Exam? Viva Voce Performance Self Assessment
As Supervisory
As Above
As Above
Attitudes Legal Time Allocation
Unsuitable Accomodation Fixed Attitudes Validation Methods
Mobility Trade Constraints Student Attitudes Managerial Attitudes Parental Attitudes Age
Mobility Trade Constraints Student Attitudes Managerial Attitudes Age Family Commitments Finance Facilities
As Above & Time away from the Job
As Above & Preparation
14+
16+
Adult
INDUSTRIAL EXPERIENCE
PERSONALITY

FIGURE 2
COMMON CHARACTERISTICS OF DISTRIBUTIVE EDUCATION/TRAINING

Source: MSC/FESC. 1985

particularly concerning progression. Training policy statements prepared by large employers for the DITB in connection with levy exemption were analysed by the research team. Similarities were revealed between the aims and objectives, and those of educational establishments, with the emphasis on personal and vocational skills development of employees to improve motivation and performance. Employer objectives included provision of adequate induction for trainees, instruction in the tasks essential for their job, development of skills for promotion or transfer, and the opportunity to follow courses to further their career. Figures 3, 4 and 5 show some of the ways employers look upon the interaction between identification of training needs and the general skills qualities they look for at recruitment.

14. Any curriculum model generated must recognise the educational needs of students/trainees as well as the training needs of employers. Accurate job descriptions are a prerequisite for building a competence-based system, and efforts should be made to reach agreement on these so that nationally recognised training units and performance standards can be developed. The MSC's YTS Core Project is developing competence-based national standards for core skills, together with appropriate forms of assessment, and attempting to identify common core areas across different occupations.

SURVEY OF TRAINING NEEDS AND PROVISIONS

15. The survey was small but reasonably representative. The views of training officers in retail outlets collectively employing 250,000 staff were sought. Generally, it was stated that FE should concentrate on giving trainees a sound basic education and core skills, encouraging a positive, mature attitude enabling young people to cope with new situations. There is scope for improvement even in the very few colleges currently considered by the trade to be effective.

Perceptions of FE

16. The survey identified some characteristics of the FE sector with some exceptions which employers saw as barriers to the provision of an effective system :

— poor marketing;

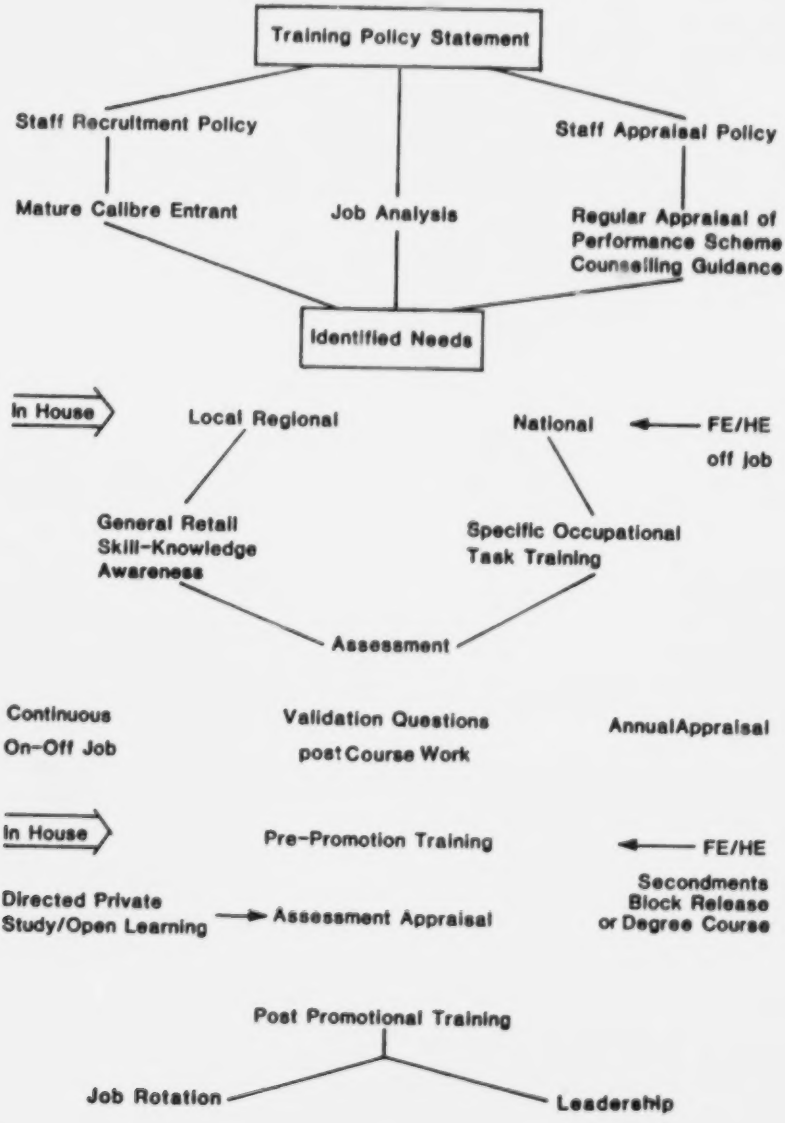
— inflexible, uncompetitive pricing policies;

— traditional organisation structures inappropriate for multi-disciplinary trade-specific requirements;

— rigid entry standards limiting access;

Figure 3

EMPLOYERS' IDENTIFICATION OF TRAINING NEEDS



Extract from *Basic Skills* Fig. 2, Page 11. FEU 1982

11

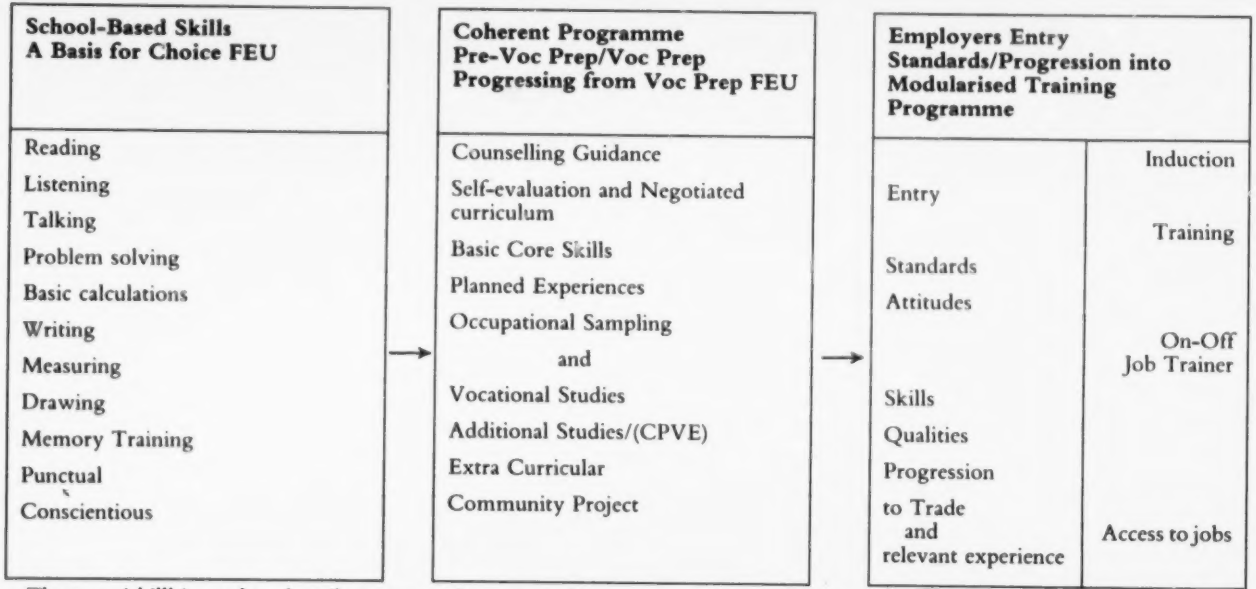
FIGURE 4

ANALYSIS OF RECRUITMENT POLICY

What young people do in work	What employers value in young people	What employers are looking for today
* Listen — to follow instruction/less formal meetings/draw conclusions * Talk — to ask questions/explain/ advise/persuade * Read — to get information charts/tables/letters * Write — messages/take notes/fill forms * Basic calculations — mental arithmatic/use calculators/handle money * Manipulative-keyboard devices/job specific tasks — processes * Plan and problem solve methods of procedure/security/special precaution	* versatility * takes initiative * pride in job * good personal relations * listen to instructions * wide viewpoint * seeks work when slack * quality conscious * good time keeper * ask questions * methodical — neat * report faults * remedies the problem	* good or basic education (not always measured in CSEs/GCEs) * numerical skills (selection test) * literacy and verbal reasoning skills (test and 1 or 2 interviews) * physical make-up (clean, smart, presentable, healthy) * interpersonal skills and outgoings * mature and reliable * enthusiastic towards work * able to work in team * suitable for training
	Industrial Training Research Unit A to Z Study (A types) 1979	

FIGURE 5

HOW EMPLOYERS' BASIC EDUCATION ENTRY CONDITION MAY INFLUENCE THE CURRICULUM



The term 'skill' is used to describe a range of competencies, language skills, number skills, manipulative skills, problem-solving skills, learning skills, interpersonal relationships, etc.

FEU *Basic Skills*, summarised in Section One, paragraph 6, and detailed in Appendix 3.

— teacher-centred approach;

— inadequate delivery system;

— transmission of obsolete skills by out-of-touch staff;

— limitations of the academic year and conditions of service inhibiting roll-on, roll-off and flexible provision;

— examination system knowledge-based, norm-referenced and restricted to limited numbers of dates;

— lack of guidance on progression.

Short Term Training Needs Identified by Employers and Training Officers

17. Sales Staff

— understanding of buyer behaviour;

— improvement of selling skills and product knowledge;

— mastery of cash register procedures;

— knowledge of health, safety, security, welfare issues, and employer/customer rights;

— understanding of merchandising;

— awareness of company policy, image and house style;

— professional attitudes and behaviour.

Senior staff require additionally:

Supervisors

— identifying market trends;

— understanding of administration and statistical summaries;

— management of change;

— staff selection and training.

Managers

— staff relations and welfare;

— new technology;

— intra-firm communications;

— finance and accountancy;

— evaluation of staff performance;

— management of change.

Additional Long-Term Training Needs

18. All staff will need to use and understand new technology. In addition, according to their responsibilities, staff have differentiated needs:

Sales Staff

— personal service and cash-wrap;

— customer contact : their expectations and behaviour;

— assisting with young trainees (YTS, CPVE, work experience);

— effective sales training and new product knowledge;

— communication skills;

— coping with changing shopping environment;

— professionalism in work and attitudes to work.

Supervisors

— knowing and identifying market trends;

— introduction to management skills;

— staff scheduling including job rotation;

— staff motivation and delegation;

— organisational knowledge;

— staff selection procedures.

Managers

— management skills, self-development, profit planning, merchandising, negotiating;

— management of change.

Summary of Needs

19. The main areas of training need identified were :

— development of selling skills and sales effectiveness;

— awareness and understanding of customer needs and expectations;

— appreciation of in-house standards of performance;

— greater knowledge of practices, procedures, products;

— keyboard skills, and computer applications for senior staff;

— attitudes towards change, and management of change;

— interpersonal skills and relationships, and communications.

These needs are best met by an integrated, task-based approach.

THE DITB ENVIRONMENTAL SCAN

20. The DITB identified training needs arising from factors likely to affect the industry from 1980 to 1995.

These can be summarised as:

— working with data input devices and soft and hard data output;

— better product/commodity knowledge;

— more flexible and sophisticated relationships between organisations and their staff and customers;

— more decision-influencing data available;

— greater awareness of importance of money;

— improvements in physical distribution;

— health and safety, security and legislation;

— continuing general education of employees.

Appendix 3 amplifies these main headings.

COMMENTARY

21. Employers are generally becoming more training conscious. Their view of colleges often precludes them, however, from involving colleges in meeting training needs once they have been identified. In addition, colleges must take account of external factors both within the industry and in society generally. They need to be responsive to the short-term and long-term training needs of employees, particularly those promoted to positions of responsibility in supervision or management, for whom different provision must be made. The industry is changing rapidly, requiring continuing liaison between course planners and employers to develop an evolutionary approach to meeting needs.

22. Consideration must therefore be given to rectifying these perceived shortcomings, some priorities being :

— improved practical learning facilities;

— open learning workshops;

— directed private study;

— improvement of college image as training centre;

— new assessment procedures to measure competence and profile knowledge, skills and attitudes;

— agreed procedures for developing college-employer links and identifying training needs;

— a clear route for progression.

23. With this in mind the following strategies might help colleges to meet the future training needs of the industry :

— promoting short-term staff secondments into industry, and exchanges of staff with industry;

— supporting inter-agency collaborative projects (LEA/MSC/Trade Associations/industry);

— working with a validating body to modify course provision to meet the needs of industry and to pilot competency-based programmes;

— developing a more responsive organisational structure;

— strengthening college/employer links;

— improving marketing;

— removing barriers to entry and progression;

— introducing new flexible delivery systems;

— improving integration between on and off-job provision;

— reviewing and evaluating programmes to meet student and employer needs.

SECTION V

A COMPETENCE-BASED APPROACH TO VOCATIONAL EDUCATION

Definition

24. The New Training Initiative requires the delineation of 'standards' and 'competence'. Competence-based vocational education :

— emphasises competence rather than time-serving;

— requires assessment against nationally agreed standards;

— encompasses knowledge, skills, attitudes and processes;

— must be assessed in ways appropriate to the particular competence;

— should acknowledge prior learning and encourage progression and transferability;

— encourages development of appropriate roles and a wider understanding of the context of competencies;

— by giving a clearly defined competence map, including performance criteria, induces an open relationship between trainee and trainer.

25. The FEU has pointed out that experience alone, without understanding, will not ensure competence. Changing economic conditions and training initiatives can affect recruitment policies. Qualifications for employment have been augmented by initiatives such as YTS and TVEI, and those concerned need to know what new entrants do at work, what is expected of them, and what qualities are sought by employers (See Fig 4).

The industry's view

26. The distributive industry generally expects college courses to be employment related. Higher competence levels are needed now to get

jobs, but in service areas competencies acquired have a wider relevance. Basic, generic skills are essential to cope with job-related skills, and should be delivered through them. Performance can be assessed against a checklist, as in CGLI's 9441 Retail Distribution Skills Scheme. In the DITB's Unified Vocational Preparation (UVP) scheme, as in the more recent Certificate of Pre-Vocational Education (CPVE), core skills permeate all aspects of a course which acts as a prime motivator.

27. Industry requires competent workers, whilst others concerned would also emphasise skills for everyday life. These aims must be reconciled, and competencies assessed and acknowledged by generally acceptable methods. Industry's co-operation and participation is essential for an effective analysis of competencies, which requires prime tasks to be detailed to produce a statement of skills, knowledge, attitudes and experience required for competent performance. Increased responsibility at work requires progressively greater levels of competence, as well as some additional skills not required at lower levels (see Figure 6). Analysis of the tasks carried out at work would enable modules to be developed in some detail, and a performance checklist could indicate items considered compulsory, or optional in certain circumstances.

FIGURE 6

LEVELS OF COMPETENCY

STOCK CONTROL

	LEVEL ONE BASIC	LEVEL TWO SKILLED
a)	sell-by dates	stock control systems
b)	rotation	
c)	price marking	alternative methods of price marking
d)	care of stock	
e)	goods received	re-order levels
f)	disposal of damaged stock	systems and procedures
g)	security	
h)	counting stock	deciding what markdown price is stock turn
i)	recording stock levels	
j)	technology	
k)	carrying goods correctly	(Level 2 includes competencies from Level 1)

LEVELS OF COMPETENCY

SELL BY DATES

Explain what a sell-by date is	Explain why a sell-by date price is necessary
Recognise when items need removing from sale	Explain how it applies to different types of goods
Marking down price	Decide whether to remove from sale or throw away

SOURCE: MSC/FESC 1985

SECTION VI

PROPOSAL FOR A MODULAR TASK-ORIENTED FRAMEWORK

The framework

28. A framework is suggested for organising learning opportunities, and providing access and progression routes via a nationally agreed system of credits for modules encompassing basic and specific skills required for related tasks. A programme appropriate to the individual would aim to :

— develop knowledge and understanding of oneself, the community and environment, and individual responsibility within the community;

— encourage the acquisition of knowledge, skills and attitudes to cope with education, training, work and life in general;

— realise individual potential.

These aims should influence the secondary curriculum, improving its vocational relevance upon a broad educational base. Work experience and guidance should be integral to school or college based studies. The curriculum model below proposes three carefully linked phases :

I	II	III
Moderately broad-based general basic secondary curriculum. Student-centered.	Pre-vocational programme. Basic skills delivered through selected vocational area.	Vocational training programme. Work or non-work based. Trainee-centered.

A learning contract based on tasks and responsibilities works to set standards and objectives. The design elements, permeating all phases, are discussed below.

Access and negotiation

29. There should be no irrelevant entrance barriers to education and training programmes. Negotiation allows the trainee, with guidance, to map out a career plan, to foster self-awarencess, reflect on learning options, and via, a collaborative approach, to develop both autonomy and the ability to contribute to team decision making. Prior learning must be accredited.

Counselling, guidance and assessment

30. Non-directive counselling and rather more directive guidance should form an integral part of education and training, aiming to improve the individual's ability to handle personal, educational and vocational matters. Guidance and appraisal should be linked with continuous assessment of performance.

Integration and relevance

31. Trainees are more interested and better motivated when learning activities are linked to vocational tasks. Careful integration of elements of the programme improves trainee performance and effectiveness, which should include :

— delivery of basic skills through vocational tasks and projects;

— integration of on- and off-the-job training elements;

— the use of counselling, guidance and assessment to enhance performance;

— the regularisation and extension of college-employer links;

— development of competences.

The modular structure

32. Modules should be:

— short, task-oriented units;

— free-standing (with certification), or part of planned sequence;

— structured around grouped competencies and tasks;

— without time constraints;

— working to learning objectives and predetermined performance levels;

— producing measurable outcomes and encouraging structured progression;

— criterion referenced and assessed by profiling.

A modular structure is favoured because it:

— allows for individual rates of progression;

— allows a change of course via common modules;

— encourages negotiation of programmes;

— meets trade training needs as previously identified;

— permits flexibility of access and encourages progression;

— can be related to job descriptions;

— enhances the ability to learn;

— allows late entry and credit transfer;

— provides a way forward from the present incoherent situation.

Appendix 1 'Distribution module from the Scottish Action Plan' exemplifies this approach.

Delivery Systems

33. A choice of delivery systems should be made available. They should include:

— workshops and directed private study centres;

— simulation, CCT and videos;

— co-operative learning sessions and syndicate work;

— work-based assignments and problem solving themes;

— case study exercises;

— integration of core studies into a distributive theme.

UVP strategies were favourably considered. Extending the college year and tutors working on employers' premises in purpose-built accommodation would also improve the delivery system and hence the effectiveness of training and performance.

Assessment and Certification

34. Assessment methods, both formative and summative, should measure the whole range of competencies, identify individual strengths and weaknesses, motivate the trainee to improve performance, provide information for employment and educational decisions, and evaluate the effectiveness of the delivery system and the programme itself. The assessment system should:

— be intrinsic to the learning-training process and offer feedback to learners and trainers/tutors;

— match the programme's curricular format, combining internal and external assessment;

— involve trainees;

— be criterion referenced and work to agreed standards of performance acceptable to the trade;

— offer credits for successful completion of modules;

— accept credit transfers and exemptions based on prior learning or personal experience;

— be standardised in a format acceptable to all parties concerned. Summative profiles need to include a list of competencies or learning objectives, the level of performance achieved, and other relevant comments.

INTEGRATION OF ON- AND OFF-THE-JOB TRAINING: THROUGH WORK-BASED ASSIGNMENTS

35. Integration is fundamental to success, and delivery systems must support this principle. Work-based assignments must be developed which incorporate relevant tasks, require a wide range of skills, and are broad-based, interdisciplinary and multipurpose in approach. The assignments can be a vehicle for formative assessment, and logbooks, workbooks and profiles can provide a record of performance and competence for each curricular element.

There is a complex pattern of interrelationships and networks within and between the design elements of the curriculum model. A coherent policy must be initiated in England and Wales, which will take into account the various levels in education and training for the industry, and also parallel progression along vocational and non-vocational learning paths.

SECTION VII

FOLLOW-UP STRATEGIES: CONCLUSIONS AND RECOMMENDATIONS

36. A follow-up programme is needed to unite and co-ordinate initiatives currently taking place in education and training for the distributive industry. Dissemination of this summary report, or the full report or selected parts (on request), should be the spur to wider discussion within the trade and relevant educational institutions.

An FEU Advisory Group has been set up to steer developments, with cross-representation from other related groups. The full report recommends that regional workshops or seminars should be organised, where industrial and educational representatives can discuss the report, case studies and related issues.

FURTHER DEVELOPMENT

37. There are several lines of further development which would be fruitful, including:

a) refinement of the proposed curriculum model;

b) detailed task analysis to produce a bank of competencies, which could then be piloted;

c) a programme of distribution education and training meeting the needs of employers and graduates of pre-vocational courses (see para. 10);

d) compilation of a data bank of work in this field;

e) preparation of recommendations on the revised training system for presentation to all interested parties.

CONCLUSIONS

A coherent training policy for the industry

38. The issues raised in this report should be taken into account in developing a coherent training policy for the industry, the structure and organisation of which is undergoing a continous process of

evolution. Probable training needs are described in paragraphs 17-20 of this summary. Employers will expect value for money expended on training, leading to continued competition between providers of post 16 education and training.

One co-ordinating body

39. The present uncoordinated system of provision for the 14-18 year age group and the variability of training programmes will require reforms even more radical than those currently taking place. Priorities must be the removal of barriers, improvement of quality of provision, relevance, and clear identification of employer needs. A body or group must be identified or formulated to co-ordinate efforts towards this goal.

Meeting the needs

40. Trainee, task and employer must be considered in identifying training and educational needs. A flexible, responsive, open access system must work towards co-ordination of training policies, standardisation of job descriptions and a new curriculum design. Purposeful links are required between providers of education and employment. The modular scheme proposed would recognise achievement and competence by national accreditation, and there is sufficient interest within the trade for the model to be refined before pilot testing.

Recommendations

41. It is recommended that the FEU and/or MSC should:

— disseminate reports which highlight policy issues and detail proven training schemes;

— liaise with others to arrange conferences and workshops;

— promote inter-agency programme preparation;

— encourage appropriate bodies to participate in a review and evaluation of existing FE curricula.

SCOTTISH ACTION PLAN

Example Module Descriptor
Introduction to Distribution

SOURCE: Scottish Education Department

New St Andrew's House Edinburgh EH1 3SY
(Tel: 031-556 8400)

16-18 MODULE DESCRIPTOR 2	
Ref No/Date	03100 Published Edition Spring 1984
Title	INTRODUCTION TO DISTRIBUTION
Type and Purpose	A *General* Module suitable for general vocational preparation. This module is also appropriate for students who may wish to specialise in this area.
Preferred Entry Level	NONE
Learning Outcomes	The student should: 1. know and be able to explain the function and importance of distribution within the local and national economy; 2. be able to identify the main functions performed by each link in the chain of distribution; 3. know and understand the importance of achieving customer satisfaction; 4. know the channels of communication within an organisation and the importance of effective communication; 5. know the range of opportunities for personal and career development within the distribution industry; 6. know the areas of distribution affected by technological development.
Content/ Context	1. Relationship between distribution and production; range of goods and service available to customer; breaking of bulk; distributive industry and the economy in terms of size, scale, employment, etc. 2. Main channels — producer, manufacturer, wholesaler, retailer and consumer; various routes different products take; purpose and inter-relationship of links; marketing aspects prior to consumption. 3. Factors encouraging customer satisfaction — price, promotion, place; product, service, and their relationship to profit and goodwill. 4. Organisation structures and charts in different distributive organisations; responsibility and reporting systems. 5. Range of jobs in distribution; qualities of employees in distributive industry; training and education opportunities; induction programmes in various distributive organisations.

Content/ Context contd	6. Analysis of areas in distribution, affected by technology; in particular stock control, materials handling, point of sale operation, computer applications; effect on industry, customers and staff.
Learning and Teaching Approaches	Students should be introduced to distributive studies by a teaching and learning stragegey based on participation and discovery. A file of relevant material such as newspaper and magazine clippings, application forms and staff handbooks from local distribtive organisations and other relevant material should be maintained. This could form the basis of a group discussions and assignments. It is important that the different types of organisations that comprise the distribution industry are referred to and used to achieve the Learning Outcomes. Films, a visit and guest speakers may be helpful for consolidation puposes. Students should maintain a folio of completed work for assessment.
Assessment Proceedures	This module will be internally assessed. **Learning Outcome 1** will be assessed by 5 objective test questions. **Learning Outcome 2** will be assessed by 5 objective test questions and examination of the student's assignment folio. An assignment based on distributive outlets in which students identify and illustrate 3 different channels of distribution and name a product following each channel. **Learning Outcome 3** will be assessed by 10 objective test questions. **Learning Outcome 4** will be assessed by 5 short answer questions. **Learning Outcome 5** will be assessed by examination of the student's assignment folio. Students should submit an assignment which covers all aspects of content. **Learning Outcome 6** will be assessed by examination of the student's assignment folio. Students should submit an assignment examining the influence of technology on an area of distribution. Assessment should be continuous and opportunities provided to rectify unsatisfactory perfomances. The basis of an acceptable level of performance will be satisfactory completion of each of the Learning Outcomes. Performance criteria for this module are clearly stated in its guidelines.

16-18 ACTION PLAN

03100 Introduction to Distribution — Assessment Guidelines

General Guidelines

Teachers will wish to use material other than that provided and it is possible that it may prove to be of a slightly different standard. In these circumstances, the criteria of acceptable performance will have to be adjusted on the basis of the teacher's professional judgement.

Learning Outcome

1. THE STUDENT SHOULD KNOW AND BE ABLE TO EXPLAIN THE FUNCTION AND IMPORTANCE OF DISTRIBUTION WITHIN THE LOCAL AND NATIONAL ECONOMY

Assessment

This learning outcome will be assessed by five objective test questions.

Guidelines

a) Multiple choice questions will be used.

b) Each question should consist of a clearly-formulated stem and four alternatives. The alternatives will consist of a best answer and three plausible distractors.

c) In this test the questions should be related to the minimum content in the following proportions :

Relationship between distribution and production	2
Range of goods and services	1
Breaking of bulk	1
Distributive industry and the economy	1

Performance Criteria

Satisfactory performance is a maximum of one error in a test of the standard exemplified by the question provided.

2. THE STUDENT SHOULD BE ABLE TO IDENTIFY THE MAIN FUNCTIONS PERFORMED BY EACH LINK IN THE CHAIN OF DISTRIBUTION

Assessment

This learning outcome will be assessed by five objective test questions and by examination of the student's assignment folio.

The student should submit one assignment.

Guidelines

i. **Objective test questions**

a) Multiple choice questions will be used.

b) Each question should consist of a clearly-formulated stem and four alternatives. The alternatives will consist of a best answer and three plausible distractors.

c) In this test the questions should be related to the minimum content in the following proportions :

Main channels	1
Purpose and inter-relationship of links	3
Marketing aspects prior to consumption	1

ii. **Assignment**

a) Examples, where possible, should be drawn from local distributive outlet(s).

b) Where one distributive outlet is found to utilise three separate channels of distribution, it would be unnecessary for students to investigate other outlets.

c) The use of the word 'identify' indicates that students should name each link in the chain using the company name as well as indicating the role as wholesaler, retailer, etc.

d) At least one of the channels must show the following : Producer/ Manufacturer, Wholesaler, Retailer, Consumer.

e) For each channel the student must name an appropriate product.

Performance Criteria

i. **Objective test questions**
Satisfactory performance is a maximum of one error in a test of the standard exemplified by the question provided.

ii. **Assignment**
Satisfactory performance is three correctly drawn diagrams.

3. THE STUDENT SHOULD KNOW AND UNDERSTAND THE IMPORTANCE OF ACHIEVING CUSTOMER SATISFACTION

Assessment

This learning outcome will be assessed by ten objective test questions.

Guidelines

a) Multiple choice questions will be used.

b) Each question should consist of a clearly-formulated stem and four alternatives. The alternatives will consist of a best answer and three plausible distractors.

c) In this test the questions should be related to the minimum content in the following proportions :

Nature of customer satisfaction	1
Profit and customer satisfaction	2
Goodwill	2
Customer satisfaction and	
— price	1
— promotion	1
— place	1
— product	1
— service	1

Performance Criteria

Satisfactory performance is a maximum of three errors in a test of the standard exemplified by the question provided.

4. THE STUDENT SHOULD KNOW THE CHANNELS OF COMMUNICATION WITHIN AN ORGANISATION AND THE IMPORTANCE OF EFFECTIVE COMMUNICATION

Assessment

This learning outcome will be assessed by five short answer questions.

Guidelines

a) The short answer questions will consist of either a direct question or an incomplete statement which will be phrased to elicit a one word or one phrase answer.

b) In this test the questions should be related to the minimum content in the following proportions :

Organisation structures, etc.	3
Responsibility and reporting systems	2

Performance Criteria

Satisfactory performance is a maximum of one error in a test of the standard exemplified by the question provided.

5. THE STUDENT SHOULD KNOW THE RANGE OF OPPORTUNITIES FOR PERSONAL AND CAREER DEVELOPMENT WITHIN THE DISTRIBUTION INDUSTRY

Assessment

This learning outcome will be assessed by examination of the student's assignment folio.

The student should submit one assignment.

Guidelines

a) Students should be seen to match a set of qualities, experience and interests to a particular job within distribution.

b) This should be undertaken by use of either a job advertisement in a newspaper or details of a vacancy from a Job Centre.

c) After selecting a job advertisement for which they are suitable, students could complete an application form.

d) A chart should also be produced showing the position of that job in the organisation and the possible progression through the organisation.

Performance Criteria

Satisfactory performance will be shown by the production of :

a) a suitable advertisement which relates to the student's list of qualities/interests;

b) a list of characteristics which should include at least four relevant qualities/interests;

c) an explanation in which a clear connection must be shown between each of the characteristics identified and the demands of the chosen job;

d) a chart showing possible career progression which must include at least two levels of promotion and an indication of the education and training required to achieve this.

6. THE STUDENT SHOULD KNOW THE AREAS OF DISTRIBUTION AFFECTED BY TECHNOLOGICAL DEVELOPMENT

Assessment

This learning outcome will be assessed by examination of the student's assignment folio.

The student should submit one assignment.

Guidelines

a) Students should examine the influence of technology in the following areas :

   i) Stock control
   ii) Materials handling
   iii) Point-of-sale operations
   iv) Computer applications

b) The assignment should contain information on traditional methods used in the industry as well as that on a selected distributive organisation which utilises new technology.

c) The assignment should also illustrate the advantages and problems of new technology, both within the industry and on customers, in relation to one of the above areas.

d) A file of information should be available, but students could be encouraged to conduct their own enquiries with distributive organisations.

Performance Criteria

Satisfactory performance will be shown by the identification of :

a) at least one traditional method used in the industry in each of the areas;

b) at least one type of available equipment which makes use of new technology in each of the areas;

c) at least two advantages and two problems of the equipment to the organisation, the staff and the customers in one of the areas.

16-18 ACTION PLAN

03100 INTRODUCTION TO DISTRIBUTION

EXEMPLARS

Learning Outcome 1

The role of distribution is :

a) turning raw materials into finished goods

b) producing raw materials for manufacturers

c) supplying goods and services which consumers want

d) designing products which consumers want

The correct answer is (c).

Learning Outcome 2

2.1 An example of direct selling between producer and consumer is when :

a) manufacturers set up their own retail outlets

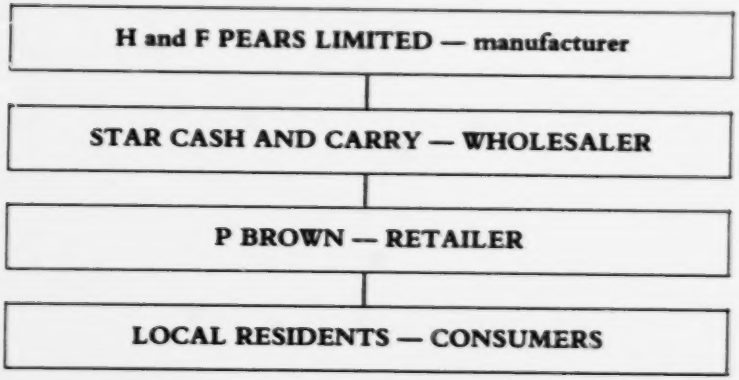
b) an artist sells his paintings to a specialist art shop

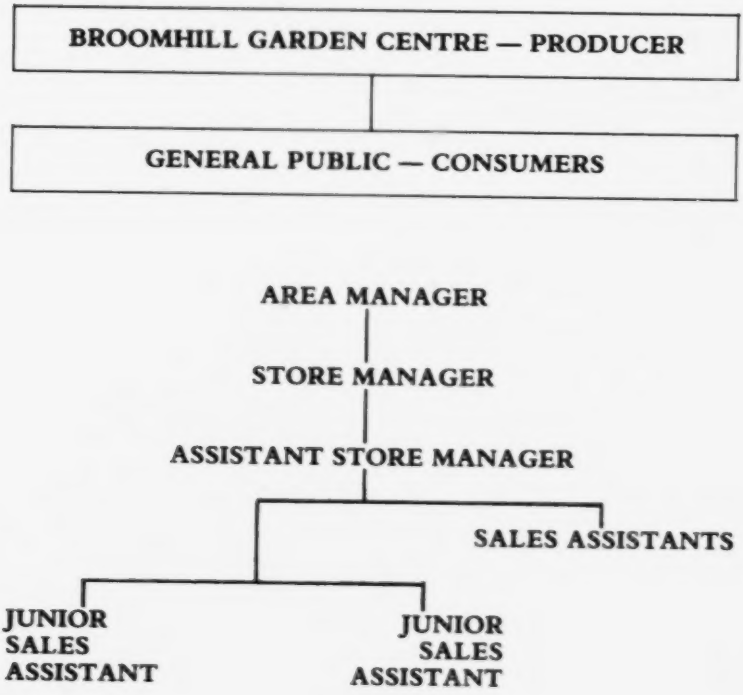
c) a greengrocer buys directly from a farmer

d) a farmer sells potatoes to the general public

The correct answer is (d).

2.2 The following are examples of a typical assignment submission based on the information given in the guidelines.





Learning Outcome 3

Repeat sales are most likely to occur when a shop :

a) is clean and tidy

b) offers own-branded goods

c) is locally situated

d) advertises nationally

The correct answer is (b).

Learning Outcome 4

Who is the person who supervises the branches of a multiple store organisation?

OR

The person who supervises the branches of a multiple store organisation is known as the .....

Learning Outcome 5

a) Select a suitable advertisement for a job which interests you within distribution.

b) Complete the attached application form, identifying four relevant characteristics.

c) Provide an explanation of the connection between the characteristics identified and the demands of the job.

d) Draw a chart showing the possible career progression within the organisation. This must include at least two levels of promotion and an indication of the education and training required to achieve this.

The advertisement, application form and chart shown overleaf are examples of some of the material which may be submitted by students.

JUNIOR SALESPERSON

Required for busy showroom selling self-assembly furniture.

The successful applicant will have a pleasant personality and will be eager to participate in all aspects of a retail sales outlet.

Knowledge of the above product area would be an advantage but not essential.

Write in the first instance to :

THE PERSONNEL MANAGER
SOUTHERN FURNITURE
134-135 HIGH STREET
PORTOBELLO.

SOUTHERN FURNITURE

Application for:

Surname: Forenames:

Address:

Tel No:

Date of Birth:

Schools attended: From: To:

Please give details of Examination successes and dates:

Give details of any course of study you are following:

If you have left school, give details of employment (if any):

From **To**

Employer:
Occupation:

Employer:
Occupation:

Please list hobbies, membership of Clubs, etc:

Any other information which you consider useful:

Signature of Applicant: Date:

Learning Outcome 6

The following is an example of an assignment submission based on the information given in the guidelines.

Area Methods	New Technology	Traditional
Stock Control	Computer	Bin cards
Materials Handling	Robotic stock-picking	Fork-lift truck
Point-of-sale Operations	Laser scanning	Manual cash register
Computer Applications	Floppy disc	Punch cards

Point-of-Sale Operations	Advantages	Problems
Organisation	1. Efficient stock control 2. Reduction of costs	1. Not all items are bar-coded 2. Installation costs
Staff	1. More time for customers 2. Ease of use	1. Job losses 2. Retraining
Customers	1. Speed 2. Itemised receipt	1. Impersonalisation 2. Break-downs

16-18 ACTION PLAN

03100 INTRODUCTION TO DISTRIBUTION

Checklist

Student's Name:

Presenting Centre:

On achieving the required level of performance for each item column 'A' should be ticked and the date inserted.

On the completion of each learning outcome column 'B' should be ticked and dated

LEARNING OUTCOME	ITEM	A	B	DATE	TEACHER'S INITIALS
1	Objective Test Questions Completion of LO1				
2	2.1Objective Test Questions 2.2Assignment Completion of LO2				
3	Objective Test Questions Completion of LO3				
4	Short Answer Questions Completion of LO4				
5	Assignment Completion of LO5				
6	Completion of LO6				

ANALYSIS OF CURRENT FE

Comparison of Course

NB: No new registration for

Course Aspect	*CPVE (Distribution)*	*BTEC First Diploma/Certificate in Distribution*	*BTEC National (Distribution)*	*Foundation Certificate in Retail Management (BTEC validated)*	*BTEC Continuing Education Units (BTEC-Devised and Centre-Devised)*	*BTEC Higher National Awards in Distribution*	*CGLI Foundation Course in Distribution 682*
Vocational Objectives	Pre-vocational course with vocational elements.	Vocationally focused course enabling students to be effective in immediate employment, and provide a foundation for a range of careers in distribution and related areas.	To provide educational foundation for a career in distribution for those aiming towards supervisory or management positions.	Specialised vocational education for workers in distribution.	Designed to meet the identified needs of a specific group of adults, building on and developing the experience of those studying the unit, having an emphasis on the development of skills. Taught and assessed in a manner appropriate to the target group, the content and the aims	Development of skills, techniques and understanding for relevant business careers. (and for the part-time student a course which draws on the student's own experience). Also the social, personal development of the student.	To educate through a vocational area.
Target Group(s)	Students will normally begin studies immediately after completing compulsory secondary education.	Young people who have completed compulsory secondary education aged 16 and over in employment or a training scheme, or be at least 17 for a full-time college course.	Young people aged at least 16 wanting vocational education relevant to a range of careers in distribution.	Young management trainees.	Cater for adults, normally in work or intending to return following a period of absence.	Students aiming to make a career in distribution. Part-time students already employed in distribution.	Young people in final year of full-time general education.
Location	College or school.	College. (Some YTS trainees may be with Managing Agents).	College.	FE colleges (members of NACDET).	- Colleges of Further Education and Technology. - Polytechnics. - Professional organisations. - Companies. - Training boards. - Independent training providers. - University extra-mural departments. - Non-statutory training organisations.	College (and workplace for part-time students.)	School, College, or Link
Approval Procedure	Registration by Joint Board of Schools, Colleges or consortium.	Centre approved by BTEC.	Centre approved by BTEC.	BTEC validated.	BTEC and centre-devised validated by BTEC.	BTEC validated.	Registration as Exam Centre by CGLI.

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COURSES IN DISTRIBUTION

APPENDIX 2

Organisations

BTEC General after 1985/6

CGLI Stock Admin and Handling 727	*CGLI Retail Distribution Skills 9441*	*CGLI Specific Skills 700/6 700/7 704/2 704/3*	*RSA Vocational Preparation (Distribution)*	*RSA Diploma in Distribution Pilot 1985/86*	*Pitmans Retail and Distribution Level 1*	*Pitmans Retail and Distribution Level 2*
For trainees working in this area (originally schools pairs – now being extended to other areas).	To develop student's ability as Sales Assistant.	To enable candidate to fulfil consistently and effectively duties in specific distribution area.	To provide broad-based integrated course or training programme in distributive context.	To provide progression after YTS and for YTS trainees of higher ability working in distribution.	To provide students/trainees with basic knowledge and skills necessary to carry out a job in a retail environment at an acceptable level of performance.	To help students/trainees acquire understanding of nature of distribution and develop further their knowledge and skills.
Trainees in Parts Distribution industry.	Sales Assistants.	Assistants in specific sectors, e.g. Fresh Food Retail, Fresh Food Wholesale, Delicatessen, off-licence.	Those who up to the age of 16 have not been sufficiently motivated to achieve many academic successes.	YTS graduates, higher ability YTS trainees.	Students/trainees with no or few formal qualifications.	Those who may already hold some formal qualifications and who require a greater degree of challenge in their training.
College (day or **block release**).	Not stated.	Normally workplace.	College, school, industry, training organisations.	College, school, industry, training organisations.	Mostly college-based (some private training organisations).	
Application to CGLI.	**Registration Centre with CGLI.**	Approval by Scheme Adviser.	**Registration of centre after approval of integrated scheme of work.**	**Registration of centre after approval of integrated scheme of work.**	Centre registers with PEI submitting prospectus and probable numbers.	

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Course Aspects	*CPVE (Distribution)*	*BTEC First Diploma/Certificate in Distribution*	*BTEC National (Distribution)*	*Foundation Certificate in Retail Management (BTEC validated)*	*BTEC Continuing Education Units (BTEC-Devised and Centre-Devised)*	*BTEC Higher National Awards in Distribution*	*CGLI Foundation Course in Distribution 692*
Entrance Qualifications	Having completed compulsory education.	Able to satisfy the centre that he/she will benefit from the course and is likely to complete it successfully. Centre should consider student competence in basic skills and previous record and achievements (e.g. CPVE profile).	Credit in BTEC General; appropriate CPVE profile; 4 'O' levels or equivalent; First Certificate or Diploma.	'A' levels for young employees. Some special entry for mature students.	At least 21 or at least 3 years experience in a responsible position in industry or commerce; have a level of proficiency in oral and written communication, numeracy & business knowledge at least equal to that of BTEC National Award holders; meet any specific entry requirements for individual units.	At least 18 years of age, having completed English compulsory school education or its equivalent; competent in English language; plus one of BTEC National Award; ONC/D in Business Studies; ONC in Public Administration. Certificate in Distributive Management Principles; At least 1 GCE 'A' level pass together with 3 other GCE 'O' level passes at Grade A, B or C (or their equivalent) and completion of a BTEC approved conversion programme of study before or concurrent with the course; or qualifications which BTEC accepts as equivalent. Students 21 and over may be accepted as mature entrants. Provision for exceptional entry.	About average ability.
Additional Qualifications taken during course	Possible 'additional studies'	None	None	None	None. However student covering 5 specific units may be awarded a 'Certificate in Administration.	None	Possible depending on exact format of course.
Course Origins	Need to rationalise pre-vocational educational system.	Need for vocationally focused course for young people in employment, or having already made their vocational choice.	To provide educational foundation in distribution for more able students or junior staff aiming for supervisory or junior management positions.	Demand for highly job specific courses for perspective junior managers in distribution.	Units cater for those wishing to change careers, acquire new skills, increase their effectiveness in their present job, adapt to the introduction of new technology, return to work after an absence, enhance promotional prospects.	Demand from employers needing vocational education for potential middle managers.	Non-academic youngsters – vocationally unmotivated using motivation of vocational work.

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CGLI Book Admin. and Handling 727	CGLI Retail Distribution Skills 9441	CGLI Specific Skills 7004/ 7007/ 704/2 704/3	RSA Vocational Preparation (Distribution)	RSA Diploma in Distribution Pilot 1985/86	Pitmans Retail and Distribution Level 1	Pitmans Retail and Distribution Level 2
-	None	None	None	None	None	'Appropriate qualifications', Level 1 or at Centre's discretion
-	None	None	As appropriate to skills of candidates.	As appropriate to skills of candidates.	Pitman's Single Subject Certificates.	
Need to meet requirements in this area for many industries.	Need for skills training used for YTS	Recognition of need for progressive training programmes for jobs with limited range of specialised skills.	Developed by voc prep committee representing all interested parties, including DITB representatives.	Response to need for programmes beyond YTS; increased specialisation.	Perceived need for systematic planning and execution of training. Consultation with retail organisations, colleges, HMI, MSC.	

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Course Aspects	*CPVE (Distribution)*	*BTEC First Diploma/Certificate in Distribution*	*BTEC National (Distribution)*	*Foundation Certificate in Retail Management (BTEC validated)*	*BTEC Continuing Education Units (BTEC-Devised and Centre-Devised)*	*BTEC Higher National Awards in Distribution*	*CGLI Foundation Course in Distribution 682*
Student/Trainee Numbers	First registration this year (following pilot scheme).	Course begins September 1986.	1983/4: Cert. 309, Dip.104 in Distribution courses (plus some taking distribution options in Business Studies courses).	1984/5: 80 (in 5 centres).	1984/5: 1000 students overall.	1983/4: 116 (41 Diploma, 75 Certificates).	1983/84: 778 1984/85 953.
Student Destinations **1. Employment**	Junior positions	Junior positions in distribution	Range of job in distribution or, related industries	Promotion into managment post.	Employment	Employment	High rate of entry in to employment related areas
2. Further Studies/ Training	More specific vocational or academic courses.	Progression to BTEC NAT. or other appropriate course for vocational education and training.	Professional or vocational education and training.	Possible exemption towards BTEC Higher Certificate.	Possible professional studies.	Further studies or training.	Gives good start on more specialised course.
Course Aims	To provide national qualifications for pre-vocational education.	To enable students to appreciate the importance and the range of the distributive industry; to understand roles, carry out basic tasks and acquire essential skills; to appreciate the need to operate at a profit.	To emphasise student achievement providing basis for continuing education and development for those aiming towards supervisory or management positions.	To provide at times to suit the trade year highly specific modules for management trainees.	To provide relevant vocational education for people in work. (see Course Origins).	To support vocational development of those working or intending to work in distribution.	To motivate young people to improve basic educational skills, and to introduce students to disciplines of working environment.
Course Length/Mode	1 year full-time (pilot for part-time).	Diploma 1 year full-time or 2 year part-time; Certificate 1 year part-time.	2 years full-time or 3 years part-time for Diploma, 2 years part-time for Certificate.	1 year part-time (7 x 1 week modules).	60 hour Unit-Modes of study include: Short Courses Flexistudy Open Learning Residential Block Release Part-time day and/or evening.	2 years full-time or 3 years sandwich for Diploma. 2 years part-time for Certificate.	1 year full-time
Practical Work Placements	15 day maximum	Minimum 90 hours work experience for full-time students. Simulation essential if placements not available. A work-based assignment is an essential feature of the course.	Compulsory for first-time students.	Intended for employees in distribution.	Intended for employers.	Compulsory for sandwich students, placement or simulation for full-time.	Not compulsory.

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CGLI Stock Admin. and Handling 727	*CGLI Retail Distribution Skills 9441*	*CGLI Specific Skills 703/6 703/7 704/2 704/3*	*RSA Vocational Preparation (Distribution)*	*RSA Diploma in Distribution Pilot 1985/86*	*Primary Retail and Distribution Level 1*	*Primary Retail and Distribution Level 2*
1984/85 234.	1982/83: 10 1984/85: 701.	1982/83 50. 1984/85 130.	1984/85 2532.	150 in pilot scheme.	500 (1984/85). 1000 anticipated 1985/86.	
Full-time employment in a variety of industries More specialised training e.g. Vehicle Parts Personnel.	Sales Assistants Specific skills schemes.	Sales Assistants. Supervisory and shop managers schemes	Employment in distributive industry (stock record clerk, sales assistant etc). BTEC General RSA Group Awards RSA Diploma in Distribution	Employment in more specialised area and junior supervisory positions.	Employment as Sales Assistant. Level 2	Employment as Sales Assistant.
To provide relevant programme for stock administration and handling.	Development of abilities in various aspects of Sales Assistant's job.	To encourage training and provide certification for those employed in specific distribution sectors	To provide opportunity to acquire basic skills (ABC) in context of distributive work and competence in a range of skills appropriate to employment in the distributive trade	To provide more specialised learning in specific job area or specialised outlet	Basic knowledge and skills necessary to carry out jobs in retail environment at acceptable level of performance. To help make transition from school/college to world of work.	To acquire understanding of nature of distribution, to become effective employees
600 hours (+80 hours for each additional specialised area).	Not specified.	Minimum 60 hours over 10 weeks.	18-36 weeks in school/college, or 12-13 weeks off-job in industry.	Not specified.	Maximum 1 year p/t or f/t.	Maximum 1 year f/t or p/t.
Normally for employed trainees.	Not specified.	-	15 days at least.	15 days at least for full-time students – but mainly YTS.	'Certain amount'	'Certain amount'

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Course Aspects	*CPVE (Distribution)*	*BTEC First Diploma/Certificate in Distribution*	*BTEC National (Distribution)*	*Foundation Certificate in Retail Management (BTEC validated)*	*BTEC Continuing Education Units (BTEC-Devised and Centre-Devised)*	*BTEC Higher National Awards in Distribution*	*CGLI Foundation Course in Distribution 683*
Basis for Curriculum Design	Integrated core and vocational modules, additional studies.	Distribution core with appropriate options.	Modules: common core, Board core and options and cross-modular assignments.	Modular.	Units.	Core; complementary core; options and cross-modular assignments.	Fully integrated curriculum with 4 main components, interrelated and overlapping.
Major Content Areas	Core skills (10) areas + vocational modules at Introductory, Exploratory & Preparatory levels + additional studies.	Core (The Customer/ Consumer, Profit & Profitability, People in Distribution, The Distributive Industry, Distributive Organisations, Stock) + specialised options.	People in Organisations, Organisation in its Environment, Finance, Distribution + Options.	2 work core blocks + 7nd work ins duies (4 core) options in specialised areas).	According to subject.	In course of revision for update and enhanced industry focus. Business Core: Work Organisation, External Environment, Operational Techniques and Procedures + specific distribution core.	Industrial, Social and Environmental Studies, Distribution Sales/Practices, Technology/ Science, Communication, Guidance, Optional Activities.
Assessment Methods	Formative assessment (including portfolio of work) plus summative assessment against national criteria.	Mixture of in-course and end of course assignments.	In-course assessments + examination of some modules.	Assessed assignments. Viva voce on work-based project.	Based on primarily practical assignments.	In-course assessment and examination.	Coursework assessment plus multi choice in 4 main areas (can be modified to suit local employment environment).
Certification/ Accreditation	Certificate of satisfactory completion (Record of Achievement for at least 60 days attendance and demonstrated achievement).	Level of attainment in each separately assessed part of course indicated by one of grades Distinction, Merit, Pass. Students not passing may either be referred or failed. There will be no overall grade for the Certificate or Diploma.	Diploma (12 modules) or Certificate (8 modules).	BTEC Certificate.	BTEC Record of Success + BTEC Continuing Education Certificate in Business Administration.	BTEC Diploma/ Certificate.	Certificate, graded Distinction, Credit, Pass/Fail for each area assessed.
Options	Compulsory core, vocational studies in various categories, additional studies optional.	Range of specialised trade areas or sectors, e.g. Food Retailing, Physical Distribution, Merchandising and Sales Promotion, Product Design and Packaging.	Wide range of more specialised options.	In trade areas, e.g. textiles, food, menswear, as appropriate.	According to area.	Wide range of specialised distribution options.	To suit local employment conditions. At least 2 'optional studies' must be followed.

CGLI Stock Admin and Handling 727	*CGLI Retail Distribution Skills 9441*	*CGLI Specific Skills 700/6 700/7 704/2 704/3*	*RSA Vocational Preparation (Distribution)*	*RSA Diploma in Distribution Pilot 1985/86*	*Primara Retail and Distribution Level 1*	*Primara Retail and Distribution Level 2*
College devised. Itemsare assessed, including Gen. Ed.	Practical assignements.	Scheme mainly on job. Work assessment 1 hr per week off-job for Health and Safety etc.	Integrated practical assignements in workshop environment.	Communication, numeracy and computer literacy, integrated through practical distributive tasks.	Knowledge and skills grouped into specific units to be regarded as framework. Integrated scheme of work. Vocational, transferable skills.	
Stock Identification Health and Safety, Num/Comm, Measurement, Stock Handling, Commercial Practice, Stock Control, Customer Relations + 'General Ed'	Payment, Customer Relations, Telephone, Documentation, Stock Control and Job/-related knowledge, including Legislation.	Specific Skills and Legislation, Customer contact, Product knowledge, Working Practices and Procedures, Display, Preservation, Accounts/Admin.	Communication, Numeracy, Career/Personal Development, Buying, Selling, Storing/handling Goods, Clerical skills, Security, Health and Safety.	Communication, Numeracy or Arithmetic for Distribution, Computer Literacy, Distribution, including Selling, Stock control, Display, Pricing, Information Handling, Junior Supervisory duties.	Sales Prep, Selling Skills, Recording Sale, Sales Analysis, Stock Handling/Storage, Office/Clerical Procedures, Numeracy, Personal, Development.	Merchandising, Selling Techniques, Sales Recording and Data Collection Analysis + Interpretation of Sales, Stock, Office/Clerical Procedures, Business Sales, Personal Development.
1½ hr exam* Stock Handling, 30 compulsory short-answer questions 2 hr exam Stock Admin 6 compulsory structured questions. * under review	Practical skills tests (6-10 in total) in each area plus multi choice (50 item for 'knowledge areas').	On-job assessment plus practical tests plus 40 item multichoice test.	Continuous assessment by practical assignment (checklisted against achievement of objectives).	Task-based assessment with profiling with option of specific certification in core areas.	4 assessements per unit. (not necessarily written). 1) 4 Formal Assessment Grades for Final Assessment. 2) Cross-Unit Assessment. 3) Final Exam set by PEI (Moderation – 3 visits).	
Certificate	Certificate of satisfactory standard in Practice and Knowledge Tests.	Certificate of satisfactory standard in appropriate practical tests, theory test, and coursework assessment.	Profile Certificate summarising all objectives achieved by candidate.	Diploma for success in all 4 modules or Stage 1 Certificates for individual modules.	Profile of Skill Attainment plus Diploma or Course Completion Document (First Class Pass for exceptional students).	
Supplementary grades, e.g. salesmanship.	Company devised assignments and skills tests for practical skills component.	As appropriate to sector (e.g. off licence).	Some optional objectives as appropriate.	Available as appropriate.	Food or Non Food.	Food or Non Food.

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Course Aspects	CPVE (Distribution)	BTEC First Diploma/Certificate in Distribution	BTEC National (Distribution)	Foundation Certificate in Retail Management (BTEC validated)	BTEC Continuing Education Units (BTEC-Devised and Centre-Devised)	BTEC Higher National Awards in Distribution	CGLI Foundation Course in Distribution 692
Special Features	Activity-based learning. Integration of core and vocational areas, with emphasis on core being undertaken through the vocational studies.	Designed primarily to help improve students' career prospects by providing them with both job-specific and business-related skills.	Full or part-time routes to Diploma, part-time for Certificate. Cross-modular assignments emphasise integration. Two years maximum for either Diploma or Certificate. Assessment, partly by examination. Emphasis on student activity.	Produced at request of trade by consortium of colleges (members of NACDET). Course materials common to all colleges. Geared to fit trade year. Projects employer-based. Meant to cater for mobility of management trainees in the industry.	Stand-alone units offered by a variety of different organisations via a variety of different routes, thereby enabling students to 'mix and match' units to meet their individual requirements.	As for BTEC National but with particular emphasis on cross-modular assignments on problem solving.	To be subsumed under CPVE from September 1985. This year, CPVE thereafter. Alternative curriculum providing recognition in practical skill areas.

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CGLI Stock Admin. and Handling 727	*CGLI Retail Distribution Skills 9441*	*CGLI Specific Skills 703/6 703/7 704/2 704/3*	*RSA Vocational Preparation (Distribution)*	*RSA Diploma in Distribution Pilot 1985/86*	*Pitmans Retail and Distribution Level 1*	*Pitmans Retail and Distribution Level 2*
Scheme originally in Motor Vehicle industry being extended to other areas.	Being used for YTS. Currently minor revisions.	Mainly based in workplace suitable for small units. Very specific areas with more general background knowledge. Centre to devise own training programme. Assessments normally by employer.	Suitable for wide range of organisation. No exam, built-in flexibility. Particular emphasis on work experience carefully integrated with educationally based course. MSC core Skills Project for YTS schemes, to develop national competency-based standards.	Tackles problems of progression from Vocational Preparation and provides for students/trainees who require certification of additional competence.	1) Integration. 2) Cross-Unit Assignments. 3) Final Assessments set by Pitmans on demand by Centre (not prefixed times) giving greater flexibility. 4) 'Profile of Skill Attainment' includes 'Attributes' and notes Attendance, Late Arrivals and Work Experience. 5) Intended as 'strategic framework' on which variety of courses can be built. 6) NOT included in CPVE. 7) Level 3 for Junior Management being developed; hoped to be available in Spring 1986.	

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APPENDIX 3

A MORE DETAILED CONSIDERATION OF RECURRING TRAINING NEEDS IN THE DISTRIBUTIVE INDUSTRY

1 WORKING WITH DATA INPUT DEVICES AND SOFT AND HARD DATA OUTPUT

Capturing data for a computer system through general purpose terminals (keyboards) or dedicated terminals such as electronic cash registers.

Data entered through keyboards/numeric pads or from machine readable markings — magnetic stripes, bar codes, Kimball tags etc. Data received back in soft form through electronic display — VDU, LCD, LED Arrays etc. or in hard form from a printer e.g. customer till receipt.

Transmitting data using computer systems or facsimile devices.

Interpreting received data.

Training Implications

Skill training for operatives and supervisors in use of POS techniques, wordprocessing, computer accounting etc., appreciation for other employees.

Appointment and training of specialists.

Management training to use available data to greatest effect.

Training for flexibility in employment within the organisation.

2 EMPLOYEES HAVING BETTER PRODUCT/COMMODITY KNOWLEDGE

To understand the more sophisticated equipment and materials now available. To relate customer need to product range. To demonstrate and explain method of working and maintenance, advantages and disadvantages.

Training Implications

Appreciate the techniques and technologies applied to equipment in such fields as photography, automation and electronics.

Be aware of the advantages and disadvantages of new materials.

Be able to assess the performance of new equipment and materials and relate them to the expressed needs of the consumer using both objective and subjective criteria.

3 ORGANISATIONS WILL HAVE TO BE MORE FLEXIBLE AND MORE SOPHISTICATED IN THEIR RELATIONSHIPS WITH STAFF AND CUSTOMERS

The strivings for economies and efficiency will lead to :

- reduction in staff numbers;
- flexible opening hours;
- greater staff competencies;
- wider range of goods sold;
- introduction of new technologies.
- Employees will seek a greater say in the running of the organisation and improved working conditions.
- Customers will demand more personal service with the purchase of more sophisticated goods. Specialist employees will demand wage differentials. Consumer Group demands will have to be considered.

Training Implications

- Managers require deeper and wider training especially in industrial and personal relations.
- Management skills should form part of all training courses.
- In-service and retraining courses needed.

4 A GREATER AMOUNT OF DATA BECOMES AVAILABLE FOR DECISION MAKING

The use of computer databases enables managers to have a wide range of information available instantly.

Video-communication means that queries to other parts of the organisation or to other firms are more quickly and easily dealt with.

Customers can receive more accurate information.

Planning and analysis more soundly based.

Training Implications

Appreciation training for all staff.
Managers to use computer real-time.
Managers to simulate problems and find results of various courses of action.

POS and dedicated till/terminals.

Data input and output.

Specialist staff.

Effective analysis and planning.

5 A GREATER AWARENESS OF THE IMPORTANCE OF MONEY

Cost effectiveness — all staff to be aware of the need to maximise profit.

Various forms of payment and the way in which they are handled.

Economic pressures from outside agencies.

Training Implications

Cost control by manager — planning and analysis. Simulation of decision results.

Staff awareness of cost of shrinkage and damage.

Security.

Energy conservation.

Forms of payment — cash, cheque, card etc.
— Prevention of fraud.

Training to cover a variety of roles.

Product substitution.

Waste and salvage.

6 IMPROVEMENTS IN PHYSICAL DISTRIBUTION

Changes brought about by need to reduce labour content.

Pedestrianisation of High Streets.

Out-of-town shopping/distribution centres.

Legislation.

New technology in transport and handling.

New computer technology in organisation and control.

Packaging.

Flexible hours.

Training Implication

Operators handling new equipment.

Managers using data base and computer control to optimise performance.

Data input.

Management training in staff handling for flexibility.

Specialists for some operations.

7 HEALTH AND SAFETY, SECURITY, LEGISLATION

Awareness at all levels of employment of the requirements of health and safety — both statutory and good management.

Growth of legislation controlling employment, health, product standards, etc.

Consumer 'rights'.

Employees 'rights'.

Problems of security of premises and stock.

Training Implications

Knowledge of applicable legislation.

Managerial skills in personnel relations.

Security practices.

First aid.

Emergency procedures.

8 CONTINUING GENERAL EDUCATION OF EMPLOYEES

A broader education to complement vocational training.

The more 'educated' the employee, the more likely to fit in with the need for flexible multi-role workers.

The population in general is seeking 'knowledge'

— increased sales of non-fiction books and specialist magazines;

— sales of home computers.

Training Implication

Embedding vocational training in a coherent and educationally sound course.

Literal and computational skills.

Understanding of social and environmental pressures.

GLOSSARY OF TERMS AND ABBREVIATIONS USED

ASSESSMENT	procedures for determining (a) an individual's potential to do a job or to complete a course of training *or* (b) the extent to which an individual has reached a level of skills, knowledge, understanding or attitude.
BASIC SKILLS	those skills basic to a learner's progression into higher level education or training scheme; his or her individual synthesis of knowledge, skills and experience and attitudes. (FEU)
COMPETENCE	the ability to perform a particular activity to a prescribed standard (MSC); the possession and development of sufficient skills, knowledge, appropriate attitudes and experience for successful performance in life roles. (FEU)
CLUSTERS	groupings of skills, jobs etc. on the basis of statistical evidence of relationships between them, e.g. job clusters would contain jobs requiring similar skills.
CRITERION REFERENCED ASSESSMENT	says little about the comparative abilities of students. Designed to measure the ability of a student to perform the learning outcomes of the curriculum without reference to the performance of others. (See Dunning Report, Scottish Education Dept. *Assessment for All* HMSO 1977).

CURRICULUM	an underlying framework which gives guidance for the design of learning opportunities and provides access routes, means of progression and a recognised system of criterion referenced assessment.
FOUNDATION TRAINING	training to equip young people with a portfolio of skills, knowledge, understanding and experience which will enhance their general ability to undertake a range of jobs, improve their motivation and their adaptability and thus generally improve their versatility and employability. (MSC)
GENERIC SKILLS	skills that are used in and are fundamental to the performance of many tasks carried out in a wide range of occupations. (FEU)
MODULES	separate and self-standing parts of training programmes designed as a series to lead to a certain level of qualification or attainment. A unit of study for which the educational objectives are defined. (MSC and Scottish Action Plan).
NEGOTIATION	a process whereby the aims, objectives, goal and content of a training programme are agreed jointly by trainer/tutor, trainee and other relevant individuals. (FEU)
NORM REFERENCED ASSESSMENT	Norm-referenced assessment is designed to measure the performance of a student relative to the other students taking the tests. (Scottish Action Plan).
OBJECTIVE	overt objective is the actual activity in which the learner is involved. Covert objective is related to the awareness the teacher has for using the situation for other learning and development. (FEU)

PROGRESSION	building on existing competences to broaden their range, to bring them up to date or to extend them to a higher level. (MSC)
PROGRAMME	a personal programme of learning opportunities chosen by the young person, with guidance and counselling from a tutor from a common core checklist which includes skills, experiences, together with local additions related to local employment needs and to the facilities in the agencies providing the learning. (FEU)
SKILL	an organised and co-ordinated pattern of mental and/or physical activity in relation to a object, person, event or display of information. Skills may be described as perceptual, motor, manual, intellectual, social etc. according to the context or the most important aspect of the skill pattern.
SKILL OWNERSHIP	refers to an individual's awareness of skills acquired through training which emphasises knowledge and understanding of principles, facilitating the ability to transfer rather than just relating to a particular job. (IMS)
STANDARDS	the agreed and recognised levels of competence — skill, knowledge, understanding and experience — to be achieved through training or required to perform a job or range of jobs. (MSC)
STUDENT PROFILE	is a document recording experiences, achievements and progress following valid forms of assessment. (FEU)

TIME SERVING	a fixed duration training period where completion of the training, as opposed to the ability to demonstrate particular competence or pass particular tests, is the main requirement to reach a level recognised as competent. Normally part of a negotiated employment arrangement for school-leavers with pay related to age. (MSC)
VOCATIONAL EDUCATION	education designed to prepare people for work in a particular occupation. It may be given at the level of secondary, further or higher education.
VOCATIONAL PREPARATION (PRE-VOCATIONAL EDUCATION)	programmes of education/training which have as a central function helping young people in the transition from school to work.

ABBREVIATIONS USED

BTEC	Business and Technician Education Council
CGLI	City and Guilds of London Institute
CPVE	Certificate of Pre-Vocational Education
DPS	Directed Private Study
DITB	Distributive Industry Training Board
EDC	Economic Development Council
EFT	Electronic Funds Transfer
EPOS	Electronic Point of Sale
FESC	Further Education Staff College (Coombe Lodge)
IMS	Institute of Manpower Studies
LEA	Local Education Authority
MSC	Manpower Services Commission
OTF	Occupational Training Family
RSA	Royal Society of Arts
RVQ	Review of Vocational Qualifications
TVEI	Technical and Vocational Education Initiative
VET	Vocational Education and Training
YTS	Youth Training Scheme

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